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ABSTRACT

GRADES OR AGES: Grades 10 and 11. SUBJECT MATTER: Social studies; United States civilization. ORGANIZATION AND PHYSICAL APPEARANCE: The major portion of the guide is divided into six subunits, each of which is laid out in three columns, one each for topics, activities, and materials. Other sections are in list form. The guide is mimeographed and staple-bound with a paper cover. OBJECTIVES AND ACTIVITIES: General objectives for the unit are listed on the first page. Each group of activities in the second column is related to a topic in the first column. INSTRUCTIONAL MATERIALS: Each group of materials listed in the third column is related to one or more activities. In addition a separate appendix (SP 007 086) contains curriculum materials. STUDENT ASSESSMENT: No provision. OPTIONS: The guide is prescriptive as to course content and timing. Activities and materials listed are optional. (RT)

ED048198

PROVIDENCE SOCIAL STUDIES CURRICULUM PROJECT

10 & 11

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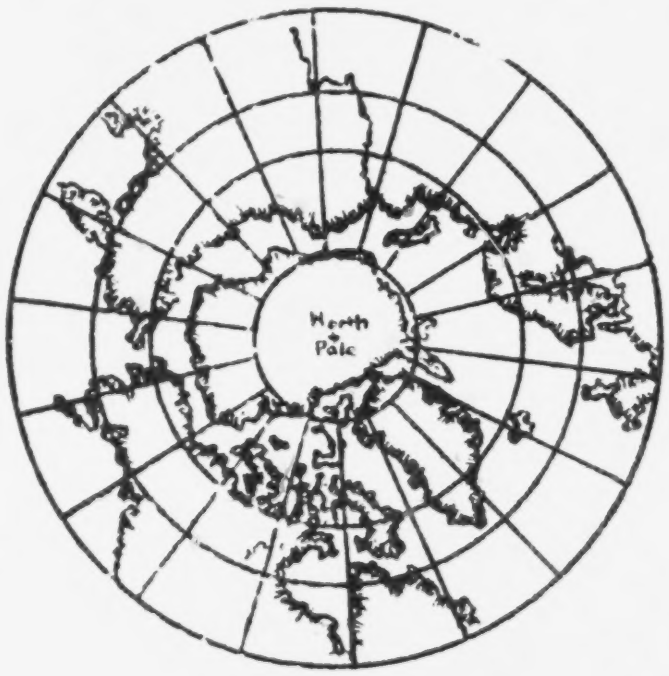
DEVELOPMENT OF SOCIETY IN THE UNITED STATES
AMERICAN CIVILIZATION
RESOURCE UNIT II
GRADE 10



RHODE ISLAND COLLEGE
PROVIDENCE PUBLIC SCHOOLS

SP007085

TABLE OF CONTENTS

A. Introduction 1

B. Organization of Material 1

C. Aims 1

D. Generalizations 1

I. Mode of Analysis for Society in the U.S. . . . 2

II. Analysis of Society in the U.S. 13

III. The Family 24

IV. Education in the United States 31

V. Religion in the United States 42

VI. The City in United States History 51

RECOURCE UNIT II
DEVELOPMENT OF SOCIETY
IN THE UNITED STATES

Suggested Time: 20-25 weeks

A. INTRODUCTION

The purpose of this section is to analyze society in the United States. Some of the material is frequently considered controversial. Since the basis of Social Studies instruction in the high school is to prepare students for the future, be this college or work, these issues must be considered.

B. ORGANIZATION OF MATERIALS

The section is divided into six sections. The first two deal with general Sociological and Historical topics, and the last four with specific analytical topics. These four analytical topics are the family, education, religion, and the city.

C. AIMS

1. To gain an understanding of contemporary society in the United States and of the various factors that have contributed to its formation.
2. To understand the various groups that constitute society in the United States: why they came, where they are settled, and what contributions they made.
3. To become aware of the various institutions of this society, and how they developed on the American scene.

D. GENERALIZATIONS

1. Each social group contributes as well as receives ideas, customs, and beliefs from other sections of American society.
2. Some groups in American society are not assimilated as easily as others.
3. The institutions which emerge in a society reflect the background and beliefs of that society.
4. A demographic analysis of a society or section of a society will reflect the social, political, and economic level of that society.

SECTION I
MODE OF ANALYSIS FOR SOCIETY IN THE UNITED STATES

Suggested Time: 1-2 weeks

A. INTRODUCTION

This section will attempt to give the teacher and the students the tools they will need in order to analyze society in the United States. Basically the emphasis should be placed on the method of analysis rather than the acquisition of many unrelated facts. One continuing question is: How did we reach the present stage?

B. AIMS

Note to teacher: Teacher and students should redevelop the aims of this section using the following as a guide--

a) To show students that formal education is one of the most efficient methods a society has for socializing its youth.

b) To have students obtain the sociological methodology necessary for the interpretation of statistical tables of American society.

c) To have students engage in demographic analysis of the United States in order to develop understandings of some of our social, political, and economic institutions.

DEVELOPMENT OF UNIT

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
Question 1 What is the population of the United States? How is it divided regionally? religiously? ethnically? racially? by age? by sex? What are the implications of these figures?	A student report on the importance of population growth (tie in with Question of "peopling" in overview) Student report or group report on the advantages of a large and fast growing population. Report on the disadvantages of a large and fast growing population. A chart (possibly a bulletin board) showing the shift from rural to urban population from 1790-1960. (this should be mimeographed and passed out to class) Have groups of students prepare charts on the numbers of immigrants at 10 year intervals from 1790-1960. A group report comparing population growth in the present U.S. to growth in Great Britain, India, Sweden, Ireland, U.S.S.R. and China. How do these countries compare to the U.S.? to one another? to other nations? A group activity to determine the unusually large birth rate for the period 1945-1955. A U.S. outline map showing center of population for the U.S. at 10 year intervals from 1830 to the present. A chart showing the change in family size from colonial times to the present. A special report on the problems caused by a rapid growth in population in such Latin American countries as Brazil. Compare population growth with U.S. What relationships exist between high birth rates and poverty?	Historical Statistics of the U.S. Statistical Abstract of the U.S. p.5 The World Alman pp. 321-327 Scott Foresman: United States History p.270; 470;28;367;230; 387;470;588;745 American Book Co History U.S.A. pp. 49;133;193; 261;286;443;607; 713;3-6;386;461; 668-669;437;93; 34-35;272;273; 280 University of Chicago Press: American Immigration Allyn & Bacon: Today's Problems pp. 29-43 US Census Report Pc (S1)-28 Public Affairs Pamphlet #393 A New Look at Our Crowded World pp.1-17

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
		Macmillan: Urban America p. 7 Goode's World Atlas Allyn & Bacon: High School Sociology pp. 178-193 Oxford Book Co: Sociology for High School pp. 213-235 Harcourt, Brace & World Introduction to Geography

Q	QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Note to teacher: Teacher might prefer to have students approach this section from an inductive point of view where the students explore sociological problems and evaluate their findings, drawing their own conclusions as to available resources, methods or research and various means of presentation. If this developmental approach is desirable teacher should begin with question 7, p. 10, and work back to question 2, p. 5.		
	Question 2 What is sociology? (Purpose is to clearly introduce sociology to the students)	Give students a sound definition of sociology and then through class discussion analyze the critical terminology of said definition. For example Sociology is the scientific study of human interaction. SCIENTIFIC- methodology used human - only people interaction - two or more people influencing one another i.e. group.	About Basic Sociology Oxford: Sociology for the High School Allyn & Bacon High School Sociology Holt, Rinehart, & Winston Modern Sociology

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
Question 3 What are the factors affecting social relations? a) What are the needs of any society regardless of place and time? food, clothing, shelter order and protection reproduction goal and direction for living communication means of instilling awareness of one's heritage b) What is an institution? (An organized or well-established way in which a society meets one of its basic needs.)	Have students apply the definition of an institution to the needs of a society i.e. 1) economic institution, 2) political institution, 3)marriage, 4) religious institution, 5) educational institution. Take our present-day society and any less complex (refer to appendix) society and see if and when there are formalized institutions and when one institution may absorb the function of another institution. What is a culture? The sum total of all patterns of behavior and thought in a society. It includes the language, tools, customs, beliefs, values, standards, and institutions.) Include a definition and discussion of: norm value ethos morals Terms: society sociology institution culture morals ethos norm value	Puritan Heritage Sankowsky: Glossary Quinn: Glossary Oxford: Sociology for High School pp. 114-151 Holt;Rinehart & Winston: Modern Sociology pp. 165-169 179-180 About Basic Sociology Lippett: Living in Social Groups pp. 102-104, 149-152

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
Question 4 What method does a sociologist use to analyze society?	Through class experimentation have the students deduce scientific method. Exercise: Propose a sociological experiment; Have five students sit in a row. Each student receives a message with four symbols on it except one student receives a message with five symbols. (+-xo*) Students must pass notes to find out what is the extra symbol. (You may pass a note only to the person you are sitting next to) Then have the students write down who was group leader. You will find the central position at the center and therefore the conclusion is leadership is based on geography and not personality. Now analyze the experiment in terms of the scientivic method. A student report on the scientific method. What is it? Who defined it? What disciplines utilize it? (Have the student include an example of the scientific method in his presentation.) Terms that can be learned in this exercise: scientific method objectivity hypothesis data inductive/deductive variables pure vs. applied science	Holt; Rinehart & Winston Modern Sociology pp. 5-13 Oxford: Sociology for High School p. 3-8 Lippincott: Living in Social Groups pp. 30-33 435-436ff Heath: Our Changing Social Order pp. 6012

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
Question 5 What tools can a sociologist use to study human interaction?	Survey and questionnaire. Have students make a very simple survey to administer to their peer group. (See sample in Appendix) Direct observation. Have students assigned to observe in the cafeteria. They are to determine the number of students: who buy their lunches contrasted with those who bring lunches who have ties (male) girls wearing dresses as opposed to skirts number of men with mustaches Case study. Take an excerpt from a sociological case study and have the students discuss the value of it. (example - Middletown: A Study in Contemporary American Culture) Statistical data already gathered. a)census b)statistical abstract c)vital statistics d)almanac e)statistical yearbooks Perhaps you could invite a sociology graduate student to discuss the "census" with the group. Make a trip to the library where the students can become familiar with statistical data books. Have students use the books to find answers to these questions: What is the population of the U.S.? How is it divided regionally? Religiously? Ethnically? Racially? by age, by sex? What are the implications of these figures? What is the present birth rate in the U.S.? The death rate? Percentage married? Age at marriage? Percent divorced?	U.N. Demographic Yearbook - at Providence Public Library Statistical Abstracts of the United States Historical Statistics of the United States Demographic Problems by Thomlinson (teacher use only) Holt, Rinehart & Winston: Modern Sociology p.7-11 Oxford Book Co. Sociology for High School pp. 6-8

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Laboratory Experiment. Because students are probably familiar with' lab experiments in the biological sciences, have them suggest ways that this situation could be used to study human interaction. (See Appendix for psychological experiment on group dynamics.) Terms should have acquired from this exercise: survey case study data opinion poll census sample cross-section vital statistics statistics	
Sub-question 2a What are "vital statistics" and why are they important?	By using the Statistical Abstract, census, almanac, and atlases have students find the birth, death, marriage, and divorce rate for 1790, 1830, 1880, 1930, 1945, 1960 in the United States. Have students convert the statistical data into charts and graphs to visually show the increases and decreases in the above statistics. Through class discussion have students interpret the data, bringing into focus the various historical events in the years chosen. Invite a marriage counselor to discuss the techniques used to prevent increases in the divorce rates. (Also a lawyer and a clergyman to discuss their respective viewpoints. Invite a social worker to discuss the effect of divorce on the children involved. Have a pediatrician, doctor, or biology teacher discuss the advancements in medicine which lowers infant mortality rates.	

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
Question 6 What are the ways in which a sociologist interprets and presents his findings?	Activity defining statistical terms: median direct relationship mode inverse relationship average ratio correlation percentage Then divide into groups and have students determine if the above terms are applicable to their given survey. Assign specific exercises, based on this survey, which give students experience using the above terms. Present the findings in various forms i.e. circle graph, bar graph, line graph, table, and distribution curve. Terms they should have learned: All of the above statistical terms plus: interpretation norms deviation abstract graph demographer analyze	Living in Social Groups Lab Project Section p.435 Freedom pamphlets Prejudice and Society p. 13 Scott Foresman: The Negro in America p.100 p. 94-108

Note to teacher: The following might be used as a culminating activity to show the students how the sociologist uses tools in studying a specific problem. Teacher might choose one of his own topics to be studied at this point. i.e. law, crime, drug abuse, etc.

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
Question 7 What is social mobility? Is the U.S. socially mobile or is it static? Explain. Has social mobility increased or decreased in the United States since the the period of independence? Why? How? What is the present occupational makeup of the U.S.? What are the relationships between occupations and social standing? Does leisure time, job mobility, security and retirement benefits affect a position on the social scale?	A class discussion to arrive at the three (3) basic measures of social mobility. a) occupation b) education c) income Have students prepare large charts showing the relationship between various occupations, the number of years schooling completed, and the salary earned. Have a discussion on this chart. Why do truck drivers receive more money than teachers and yet score lower on the social scale? etc. A discussion on the probability of one rising above the economic status of his father. What changes had occurred in social standing in the United States during the last century? How have our social patterns changed? Comparison of social mobility in U.S. vs U.S.S.R., Italy, Portugal, Great Britain, and Australia.	SRSS: Social Mobility in the United States (all) Heath: Our Changing Social Order pp.88-93 Holt, Rinehart & Winston: Modern Sociology pp. 151-161 Oxford Book Co. Sociology For High School pp. 290ff 290-307 Prentice-Hall: Social Stratification Films E22 - Law and Social Control (state film at RIC)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
Question 8 What can and cannot be studied by sociologists?	Are the following topics capable of objective evaluation? ghost domestic animals religious attitudes prejudices marital relations attitude toward school God love chair	

SECTION II
ANALYSIS OF SOCIETY IN THE UNITED STATES

Suggested Time: 6-8 weeks

1. INTRODUCTION

This section will attempt an evaluation of society in the United States along various social, economic, and cultural dimensions.

Throughout this section the emphasis should be on the use of the methodology developed in Section I. Each question should be explored and presented in various sociological ways.

2. AIMS

a) To have students gain insights into various aspects of American society apart from the so called middle class value system.
b) To make students aware of the historical, political, and geographical background for the current sociological problems facing the United States.
c) To gain insights into large movements of people from Europe to the Americas, especially to the United States, and their effect on American Society.

3. GENERALIZATIONS

1. American society is a mixture of many persons of differing racial, religious, and cultural backgrounds.
2. Poverty is present in the United States at the present, has always been present, and may continue to be present. The definition of poverty, however, is constantly changing both in a sociological and an economic context.
3. Stereotypes have been present throughout the recorded history of mankind. Usually they are inaccurate, but they reflect a fear that this stereotyped group might be a threat to the stability of the majority group.
4. Immigration usually reflects dissatisfaction with a person's present situation coupled by a belief in a better situation in a different geographical situation.
5. Minority groups are present in all societies. They are often discriminated against because their political, social, cultural, racial, or lingual patterns differ from the majority of the population.

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
Question 1 What are stereotypes? Sub-Question 1a What are some examples of stereotypes in the present? Through American history?	This exercise might be best handled through class discussion previous to the introduction to the texts recommended. Ask the students to describe a Russian, a Red Chinese, a Viet Cong, a Negro, people on relief, Jews, Chinese, W.A.S.P., Southerners, Italians, Irish. Through class discussion and readings in SRSS' Stereotypes try to define, analyze and understand the fallacies inherent in stereotyping. Is there any truth to the concept of a "superior race"? Have the students list certain characteristics they attribute to certain nationalistic, religious, or racial groups. (See Appendix)	SRSS: Stereotypes Public Affairs Pamphlet #373 How to Bring up Your Child Without Prejudice #85 Races of Mankind B'nai B'rith: R.L. Heilbroner Don't Let Stereotypes Warp Your Judgment Passing of the Stereotypes Landry-A.J.C. Holt;Rinehart, & Winston Problems of Democracy p. 29; 271 What is a Jew? Kertzer-A.J.C. Discrimination Costs You Money by A.J.C. Oxford Book Co. Sociology For High School pp. 274-275 Films M153 and M154 Hemingway (I& II) (state film at RIC) Freedom Pamphlet Prejudice and Society p. 13
Sub-question 1b Are stereotypes accurate? Why not? Then how have they come to be? Explain.	An interested student might read any of the below authors and show how American literature is filled with stereotypes. Saroyan O'Henry Mark Twain Steinbeck Brett Harte Joel Chandler Harris Harriet Beecher Stowe J.C. Furnas (Goodbye to Uncle Tom) (Black Like Me) Griffin Have students bring in and discuss the stereotypes of comic strip characters. Have a student do a book report on Black Like Me.	

Note to teacher: The following suggested activities should be developed by students exploring and presenting their data in sociological termanology i.e. case studies, opinion polls, etc.

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
Question 2 What is race?	What races do Soc. Scientists define? What are the criterion for definition?	Holt, Rinehart & Winston: Problems of Democracy pp. 259-278
Sub-question 2a Are there separate races?	Divide the class into three groups. Have them prepare charts showing the physical features of the three major races of mankind. Have students within each of these groups analyze the various sub-races. Have the 3 groups report their findings to the entire class. End by comparison of 3 groups. Are there any differences in the races? Are these differences real or accidental? Give examples. Class Discussion. Biology teacher could give a lesson on race and why races are so grouped or classified.	Oxford: Sociology for High School pp. 264-276 Public Affairs Pamphlet #85 The Races of Mankind B'nai B'rith: What We Know About Race B'nai B'rith: Prejudice and Discrimination B'nai B'rith: Negro American Intelligence
Sub-question 2b Were things always this way? (Trace American History)	A group activity to determine the racial makeup of the United States at the present and at various other periods of United States history. (1620, 1790, 1850, 1900, 1930, 1967) Don't forget the Indians! A group activity on Oriental immigration to the United States (inc. Hawaii) Chinese, Japanese, and Filipino. Why are there so few Orientals in the United States? Were there any legal restrictions on Oriental immigration? Why did those who are here	B'nai B'rith: Race and Intelligence B'nai B'rith: Race and Prejudice McGraw-Hill: Our Oriental Americans McGraw-Hill: The American Indian

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	come? What are the occupations in which most are employed? Why these? What type of discrimination (if any) did they encounter? Where? Why? Is there any present discrimination? How do they compare to the United States population as a whole socially, economically, religiously, and politically? (education?)	The American Negro: Myths and Reality by A.J.C. Sat. Review reprint A.J.C. Life Is Fun in a Smiling, Fair Skinned World
Sub-question 2c How do we distinguish between race and ethnicity?	Using Cultural overlays (which each department head has), have students determine the difference between the two.	Children and Discrimination Speck - A.J.C. What Is A Jew? Kertzer - A.J.C.
Sub-question 2d What is prejudice and discrimination? How do people become prejudiced? Why? How can we overcome prejudice?	Have the students read the several booklets on prejudice in the classroom resource center. Speaker from the Anti-defamation League. Two students might analyze the song "Carefully Taught" from South Pacific to determine the validity of the phrasiology. Have students tell their parents (with a straight face) that they are dating someone from another race. Next day have them relate reactions to the class. Have only one or two students answer an ad for an apartment in the newspaper. Be sure that they sound interested and enthusiastic about the idea and at the end of the phone call have students ask if the landlord rents to Negro or Orientals.	Films Prejudice by A.D.L. Boundary Lines by A.D.L. Brotherhood of Man by A.D.L. Can We Immunize Against Prejudice? A.D.L AJCI The Ecumenical Council and the Jews Pike: Roots of Bias ADL: The Teachin of Contempt One Nation Library: Prejudice - How do People Get That Way Belth: Barriers

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
Question 3 What has been the focus of the current black movement?	Have a student investigate and report on each of the nationally famous black organizations. National Association for the Advancement of Colored People Student Non-violent Coordinating Committee Black Muslims Urban League Congress on Racial Equality Black Panthers Southern Christian Leadership Conference These organizations should be investigated as to their activities, leadership, philosophy, and major contributions. Have a student do a report on "black identity." This might bring about a discussion of nomencalture of this segment of our society. i.e. negro, black, Afro-American, Colored, etc. A teacher might invite a speaker from the black community to talk about the current racial situation. (Check Appendix for list of names). Students might do biographies of: DuBois Stokley Carmichael Marcus Garvey AdamClayton Powell Malcolm X Dick Gregory James Meredith Thurgood Marshall Eldridge Cleaver. Martin Luther King Jr. H. Rap Brown etc. A student might investigate the 1896-1954 Supreme Court decisions (Plessey vs. Ferguson and Brown vs. Board of Education - immediate and long-range implementation) A student might investigate the civil rights legislation - national and state.	Crisis in Black and White Autobiography of Malcolm X Soul on Ice Negro in the Making of America O.E.P. Booklets What We Know About Race Black Like Me Life Reprint 21 SRSS: Leadership in America: Society A Case Study of Negro Leadership Wadsworth: Problems and Prospects of the Negro Movement Lincoln: The Negro Pilgrimage in America pp. 125-157ff Krug: Salient Dates in American History pp. 116

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Student or group reports on any other minority or racial groups that the students are interested in.	Rand McNally: Social History of American Education Vol. II pp. 243, 316, 374-378, 393 Scott Foresman: Negro in America pp. 163-176 Wade: The Negro in American Life pp. 144-173 American Book: Viewpoints USA pp. 330-352 Pethigrew: Epitaph for Jim Crow The American Negro pp.183-266 Americans All Series The Indian in America's Past The American Indian The Great Hunger Woodham Smith

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
Question 4 What is the historical background of the current Black-White Confrontation?	A student project to prepare a numerical and percentage chart for Negro population from 1620-1967 at 50 year intervals. This should be done on a ditto master and passed out to the entire class. A report on any of the famous Negroes in U.S. history. Book Report on Negro in the Making of America - Quarlles	Heath: The Negro Struggle for Equality in the Twentieth Century Scott Foresman: The Negro in America Oxford Book Co: The Strange Career of Jim Crow
Sub-question 4a What is Jim Crow Justice?	Discussion of the movie "In the Heat of the Night" Have students report on the "Freedom Rides" (1963 C.O.R.E.)	Houghton Mifflin: The American Negro Public Affairs Pamphlet #95 The Negro in America
Sub-question 4b What is segregation? integration? and what are its effects?	Set up an experiment making 1/10 of the class a minority group whose every day activities are segregated, i.e. all blondes will use only one entrance to the school, only sit in special chairs, stand at end of lunch line, use only drinking fountain in the basement, etc. After two weeks discuss the effects of this segregation. Investigate to what extent the Providence Schools are integrated. What are advantages and disadvantages?	Public Affairs Pamphlet #396 Fair Play in Housing - Who's My Neighbor? ABC Document 9B ABC Document 5A ABC Document 5D Chicago Press: The Negro Family in US
Sub-question 4c What is DeFacto segregation?	Using Reader's Guide in the library, have students investigate the 1968 N.Y.C. School crisis.	Wadsworth: Issues of the Sixties pp. 88-114

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Discussion as to the relative merits of Neighborhood School districts. Terms: racism prejudice black power black identity soul segregation DeFacto segregation civil rights intergration Jim Crowism discrimination stereotype	Wadsworth: Problems and Prospects of the Negro Movement (all) Heath: The Negro and Puerto Rican in American History B'nai B'rith: The Negro Pilgrimage in America B'nai B'rith: Epitaph for Jim Crow--- Films D-36 Emancipation Proclamation (state film at R.I.C.) A-103 Negro Soldier (state film at R.I.C.) Study in Color (3 parts) A.D.L. A Morning For Jimmy by A.D.L. All the Way Home by A.D.L. The Challenge by A.D.L. Epitaph for Jim Crow (5 films) by A.D.L. AEP: Negro Views of America A.J.C. The American Negro Myths and Reality McCloskey: US Supreme Court pp. 120, 210

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
Question 5 What is poverty? Who are the poor? Sub-question 5a What is being done about poverty? by whom? is it successful?	Group activities to show that poverty involves more than a lack of money. (poor as an economic term and as a value term) Have groups define and analyze such terms as money, income, standard of living, the poverty line, cycle of poverty, broken families. Have students investigate the "Poverty Line" as developed by H.E.W. A group report on the poverty line and why it is constantly moved upward. Ex. Poverty was: in 1955 - $2,000 in 1965 - $3,300 (i.e. Has inflation increased so rapidly or has the definition of what constitutes economic poverty been changed?) A bar graph showing the percentage decline in poverty from 1820 to the present, yet the great numerical use. Comparison of the New Deal of the 1930's and poverty vs the New Frontier's attitude toward poverty in 1960's. Have students read the various exercises and readings in the SRSS materials and present their readings to the class discussion on these readings. A group report on the "War on Poverty" - Who began it? What areas does it encompass? Have any of your students been involved at any stage? Is it successful? What are the ultimate goals? Will they be achieved? A student report on Progress for Providence. What has it done? Is it successful? What are its plans for the future?	Wadsworth: Issues of the Sixties pp. 42-86 Scott Foresman: Reform in America (all) Allyn & Bacon: Today's Problems pp. 116-135 Allyn & Bacon: High School Sociology pp. 289-300 Films E130 - "Franklin Delano Roosevelt (state film at R.I.C.) Filmstrips SS-C-14 "Civilian Conservation Corps" SS-H-21G "New Stature In a New Century" SS-H-21H "World War I and Its Effects" SS-H-21I "Depression Recovery, and World War II" SRSS: The Incidence and Effects of Poverty in the U.S. (all)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
		Chandler: Poverty in America (all) Wadsworth: Poverty American Style (all) Public Affairs Pamphlet #398 Poverty in the U.S.A. Public Affairs Pamphlet #362 The Poor Among Us - Challenge and Opportunity Public Affairs Pamphlet #367 Equal Justice for the Poor Man Public Affairs Pamphlet #343 Public Welfare ABC Pamphlet 8B, 8C, 8D Public Affairs Pamphlet #304 That No Man Shall Hunger Gordon: Poverty in America Conant: Slums and Suburbs American Philanthrophy: Brenner pp. 181-185

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
Question 6 What are the advantages and disadvantages of a large population?	Have students report on the Malthusian theory. Have students report the effect of the following on population: war plague average life span Have a student go to the library and get books from which to read excerpts to the class on the crippling effects of disease on a society. Rats, Lice, and History Hans Zinsser The Plague Albert Camus The Peloponnesian War Thucydides	Oxford: Sociology for High School pp. 219-221 A New Look at Our Crowded World Historical and Statistical Abstracts World Almanac Heath: Our Changing Social Order p. 212
Sub-question 6a What have been the limitations on population?	List facilities necessary to sustain a large population. Have students compare the area, population, literacy rate, per-capita income, and industrial index of U.S., India, Canada, and Kenya. From these charts students should be able to analyze and determine when a large population becomes "a help or a hindrance" to the country's development.	Holt, Rinehart & Winston: Modern Sociology pp. 215-230 Lippincott: Living in Social Groups pp. 81-83 Allyn & Bacon: High School Sociology pp. 182-183
Sub-question 6b What are the advantages and disadvantages of birth control with regard to the stability and living standard of a population?		

SECTION III
THE FAMILY

1. INTRODUCTION

This section will attempt to portray the character of the present day American family. The teacher should attempt an analysis in historical perspective of the roles, functions, and ties in the family; its size, income, social standing, religion, and trends of social mobility.

2. AIMS

a) To gain an understanding of the size and character of the American family.
b) To identify the roles, functions, and ties within the American family structure.
c) To understand the socio-economic backgrounds of various family groups in the United States.
d) To develop demographic tables as they relate to family in the United States.

3. GENERALIZATIONS

a) A major trend in United States family life is a high degree of independence.
b) The size of American families has declined constantly, but slowly, throughout United States History.
c) The 20th century has seen some what of a decline in family stability as seen through such statistics as an ever increasing divorce rate.

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
Question 1 What is a family?	Get anthropological films on "various types" of families from RIC and state department of R.I. at RIC. Use anthropological case studies on families. (Consult RIC Dr. Lindquist) Have students compare a family oriented society (U.S.) with a tribal-oriented society. (See Appendix.)	Heath: Our Changing Social Order pp. 158-171 Holt, Rinehart & Winston: Problems of Democracy pp. 255-265 Oxford Book Co. The American Family
Sub-question 1a What are the various types of families?	From the above films or case studies help students derive: matrilineal patrilineal monogomy polygomy polygyny polyandry patriarchial matriarchal exogamy endogamy extended family closed family A group report or a panel discussion on the major differences between nuclear family and extended family. What are the advantages of each? The disadvantages? Why has the United States developed the nuclear family? Why has the extended family declined?	McGraw-Hill: Our Oriental Americans University of Chicago Press: The Negro Family in the United States McGraw-Hill: Latin Americans of the Southwest Allyn & Bacon: Today's Problems pp.44-56 Holt, Rinehart & Winston: Modern Sociology pp. 183-188 Oxford Book Co.: Sociology For High School pp. 152-158 Films B138 Men, Women and Children (state film at RIC) Children Without by A.D.L.
Sub-question 1b How does a "typical" family differ from such groups as the Mormon family? The immigrant families? The Mexican American family in the Southwest?		

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
Question 2 What are the "roles" within the institution of the family?	Using the technique of role-playing have students enact the role of mother, father, brother, sister, grandparents, aunts, uncles, etc. Have the class speculate as to the assimilation of roles when various members are incapacitated or absent.	Heath: Our Changing Social Order pp. 158-162 Holt, Rinehart & Winston: Problems of Democracy pp. 256-260
Sub-question 2a What is the function of a family in terms of society?	Through class discussion or student/parent discussion list the reasons why families are necessary to a society. Have students investigate what other agencies in society can provide the same functions as a family. Have students give report on how the "function" of the family has changed historically. Class discussion on why families are important. a) security b) procreation c) identity d) companionship e) stability f) guidance g) fills a psychological need h) biological needs What typical family functions are being carried out by the state? the school? other organizations?	Oxford Book Co: The American Family McGraw-Hill: Our Oriental Americans University of Chicago Press: The Negro Family in the United States McGraw-Hill: Latin Americans of the South-west Allyn & Bacon: Today's Problems pp.50-55 Allyn & Bacon: High School Sociology pp. 62-69 Holt, Rinehart & Winston: Modern Sociology pp. 183-188

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
		Oxford Book Co.: Sociology for High School pp. 152-164 Films B138 Men, Women and Children (state film at at R.I.C.) Children Without by A.D.L.

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
Question 3 What is the average family income in the United States at the present? How has it changed?	Students could prepare charts on family income for various years in United States History. Compare these charts. Through class discussion draw implications of these figures.	Oxford Book Co: The American Family p. 20 Statistical Abstracts of the United States SRSS: Social Mobility in the U.S.
Sub-question 3a What is the average number of children? How has this changed? Which groups have more children, which fewer? Why?	A report on the changes in family size through United States history. Why have smaller families become common? Who still have large families? Why? What are the projections for the future? Comparisons of the family in the United States to other areas of the world such as China, India, South Africa, Italy, France, Great Britain, and U.S.S.R.	Heath: American Problems Today pp. 37-48 Metropolis: Values in Conflict pp. 150-170 Allyn & Bacon: Today's Problems pp.57-69
Sub-question 3b What are the major influences in the family? How have these changed since 1920: a) automobile b) radio c) television d) airplanes e) travel f) leisure time g) war h) prosperity i) depression j) education k) recreation	Student activities to determine what influences these inventions or movements have had on family unity, family life, and family activities. Panel discussion on the benefits and hinderances of modern appliances on family life. Is the family together more? Why not? Does this have an effect on delinquency? How? On social mores? How? On boy-girl relationships? How?	Allyn & Bacon: High School Sociology pp. 37 Holt, Rinehart & Winston: Modern Sociology pp. 188, 202 Oxford Book Co: High School Sociology pp. 156ff 159; 162

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
Question 4 Is permanence a trait of families in the United States? What is our divorce rate? Has it grown smaller or longer during the 20th century? Why? How do we compare with other countries in the world in divorce? What does a high divorce rate indicate? A low divorce rate?	A student activity to draw a chart showing the divorce rate (est.) for various eras of our history. Have the students develop charts showing worldwide divorce trends; draw implications from these figures. A group activity to determine various reasons for the rising divorce rate in the United States?	Heath: Our Changing Social Order pp. 172-195 Heath: American Problems Today pp. 48-57 Oxford Book Co: Sociology For High School pp. 162-168 Almanac Holt, Rinehart & Winston: Problems of Democracy pp. 260-264 Allyn & Bacon: High School Sociology pp. 68-72
Sub-question 4a What are the prospects for the family in the future? Will our family structure continue to contract, or will there be a return to a larger family grouping? Will families continue to be the conerstone of society? Will some different organization take over its functions?	Chart showing trend in family size over the last 200 years. What are the predictions for family size in the future?	

Culminating Activity

Discussion of a famous play or book concerning the family. Teacher might check with English Department and together might decide on the better approach. Such as:

Raisin in the Sun (excerpt is in AEP - Negro Views of America. p. 25)

As I Lay Dying

Our Town

Long Day's Journey Into Night

SECTION IV
EDUCATION IN THE UNITED STATES

1. INTRODUCTION

The two main objectives of this section are to make the students aware of universal education, its causes and effects on the American scene; and to develop an awareness of current issues.

2. AIMS

a) To make the students aware of the multitude of problems that face public education in the United States.
b) To gain an understanding of the background and rationale for universal education in the United States.
c) To demonstrate the place of private and parochial schools in the United States.

Note to Teacher: The first question is merely a means of motivating the students with regard to American Education

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
Question 1 What are the major current problems in education?	Groups of students to examine some major current problems and to then lead a class discussion on each of these problems. Teacher lead class discussion on current problems, some past problems, and some predicted future problems. Students to go to the periodical index at local library and prepare presentations on current issues in American Education.	Heath: Our Changing Social Order pp. 265-282 Heath: American Problems Today pp. 129-147 Public Affairs Pamphlet #346 School Failures and Dropouts Public Affairs Pamphlet #337 The Delinquent and the Law ABC Pamphlet 9B B'nai B'rith: Barriers: Patterns of Discrimination Against Jews B'nai B'rith: Equality Throug Integration A.J.C.: Are the Public Schools Godless? Signet: Slums and Suburbs B'nai B'rith: Negro Education For What?

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
		AJC: Education An Antidote to Poverty B'nai B'rith: Prayers, Bibles and Schools A.J.C.: School Prayers and the Founding Father A.J.C.: Religion and Public Educatio Harper & Rowe: Salient Dates in American Education Rand McNally: Social History of American Education Films A Question of Chairs: The Challenge to American Education by A.D.L.

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
Question 2 What is the function of the school in our society?	Have students determine why they are in school and what society expects them to be accomplishing at the various levels: elementary, secondary, and post graduate. That is, what does society expect to accomplish by having students in school and what do students expect to accomplish by being in school? Are society's expectations valid today? To what extent can education be a vehicle for change in a society? Is economics the only objective of advanced education? How has the purpose of education changed over time (i.e. how did your parent's education differ from your's - change in "parental" emphasis; "agrarian" emphasis; "religious" emphasis.)	Heath: Our Changing Social Order pp. 265-282 Heath: American Problems Today pp. 129-147 Allyn & Bacon: Today's Problems pp.155-167 Wadsworth: Metropolis: Values in Conflict pp.258-264 A.J.C.: Negro Education - For What? Allyn & Bacon: High School Sociology pp. 248-260 Education: An Antidote to Poverty by A.J.C. Holt, Rinehart & Winston: Modern Sociology pp. 169-171 Oxford Book Co: Sociology For High School pp. 188-211
Sub-question 2a What was it in past eras?	Groups of students to examine various eras in United States History to determine what the average number of years of education was; How long was the school year and other points of comparison. Group reports on various eras of United States History concerning amount and type of education, number of schools, salaries of teachers, teacher preparation, laws concerning education, types of texts, style and equipment of the schools, etc.	

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	What is the average number of years of schooling completed in the United States today? How has this changed in United States History? (trend) When, where, and why was free public education instituted? How has it evolved? How have the functions changed? What were the reasons for the 180 day school year?	Harper & Row: Salient Dates in American Education (all) Rand McNally: Social History of American Education 2 vols. Films Freedom to Learn by A.D.L Freedom to Read by A.D.L. Challenge to America: The Role of Education in Intergroup Relations by A.D.L.

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
Question 3 What are the different schools? i.e. public, private, parochial, elementary, junior high, middle school, high school, comprehensive, vocational, commercial, special and classical (Bronx Science), art (Juilliard) special education, physically handicapped, mentally handicapped.	Visit guidance counselors and other institutions to develop objectives of the various kinds of schools. Perkins School for the Blind Classical High Fogarty School School for the Deaf Butler School Moses Brown Mary C. Wheeler LaSalle etc. A student report on what is meant by a "comprehensive high school." What are its advantages? It's disadvantages? What percentage of school children attend non-public schools? Why?	
Sub-question 3a What are the various kinds of post graduate schools? For example: Liberal college College (U.S. University) vocational (beauty, nursing, electronics) Teachers' colleges Seminary schools Military academy	Have students study school catalogs to determine the philosophy of each type of institution. Have students visit these institutions or interview the alumni. Have the class derive a common set of questions and then later compare their findings by using either general discussion or a panel. Then have students decide the value or preference of a liberal education vs. a specialized education. Have the Guidance Department come in and talk on the various types of schools and their functions.	

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
Question 4 How is the governing force determined in each of the different types of school mentioned?	Have students investigate and determine the responsibilities of the following groups: Providence School Committee Superintendent (Private and Public) Principal State Board of Education Department Chairman Curriculum Director New England Association for Secondary Education Mayor Trustees Governor Student Council PTA	

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
Question 5 What are the various sources of revenue a public school has to meet its financial needs?	Have students call Miss Catherine Casserly to learn what Title I, II, III money is used for in our city. Have students investigate federal education laws (Civil Rights Act, 1954) to learn what restrictions are put on the use of monies. Have students investigate Progress for Providence. A report on the new role of the federal government in education: What is OEO? What is HEW? What funds come from Title I, II, III of HEW? Where have they been used in our own city? Have they helped education? How? Have they hindered progress? How? Will government money continue to be available? Have students write to the State Board of Education. Ask questions such as: What percent of the state budget goes for education? How are educational monies broken down? (i.e. special education, vocational, college, elementary) Have a speaker from the State Board of Education discuss the financial implications of education in R.I. Have someone from the mayor's office speak on "The Sources of Revenue a City Has." Have the speaker specifically discuss special taxes specifically directed to education. What is the per capita per student per school? What criterion is used in determining which school gets the largest budget?	ABC Pamphlet 9B Allyn & Bacon: Today's Problems pp. 155-167 A.J.C.: Church, State and the Public Schools Oxford Book Co: Sociology For High School pp. 202-203 Rand McNally: Social History of American Education 2 vols. N.W. Wilson: New Trends in the Schools pp. 87-110; 132-138 Harper & Row: Salient Dates In American Education Oxford: Public Educatio in America Keep a check on the daily newspapers and current periodicals

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Where do the student funds originate? (SAO) How is it continually replenished? Who determines how the money will be spent?	
Sub-question 5a What are the various sources a private institution has to meet its financial needs?	Visit a parochial school and find out the cost of education for said students(i.e. to what extent is this taken care of by tuition) What are the various fund raising methods employed by a private institution? Have the students keep a file on the current crisis in funding educational institutions. (i.e. taxing of church, taxing of Brown University land) How may parochial schools obtain aid from public schools or the state (i.e. textbooks, buses, salaries for teachers)	

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
Question 6 What is the purpose of educating everyone? Disadvantages? Advantages?	Students may hypothesize a prototype curriculum. What are the disadvantages and advantages of the various teaching techniques: lecture lecture-discussion discussion seminar project self-exploration field trips Engleman Berider Plan (Check with P for P) Students can call upon their own experiences. Teacher should allow the students to critize the system. Discussion on the implications of increased mechanization and computerization as they relate to the school's function in preparing people for the labor market and efficient and aesthetic use of leisure time. What aspects of technology are being employed in teaching? What affects have they had?	H.W. Wilson: New Trends in Public Schools p. 176 U.C.L.A. Teachers Empericist Check in Prov. Public Library
Sub-question 6a What is a curriculum? How is it developed?	Students could write their own curriculum in terms of: overall discipline policies, course requirements, requirement of material in a course, etc. Here again the students should be given tremendous leeway in restructuring the system.	
Sub-question 6b What subjects are presently being taught; how have they changed? Do the subjects taught reflect the society of the period?		

Culminating Activity

Have students discuss which type of school (private vs. public) is more efficient in its allocation of finances, carrying out its philosophy, gaining public and political support.

TERMS

classical education
comprehensive education
vocational education
liberal education
allocation
mileage
trustee
Progressive Theory of Education
social adjustment theory
Thibault Report
curriculum
mass education
seminar
discipline
systems
institutions
nondirective approach
parochial
tuition

MATERIALS

AJC	Church, State and the Public Schools
Public Affairs Pamphlet #346	School Failures and Dropouts
Public Affairs Pamphlet #337	The Delinquent and the Law
ABC Pamphlet 9B	
B'nai B'rith	Barriers: Patterns of Discrimination Against Jews
B'nai B'rith	Equality Through Intergration
AJC	Are the Public Schools Godless?
Signet	Slums and Suburbs
AJC	Education: An antidote to Poverty
Wadsworth	Metropolis: Values in Conflict pp.258-264
AJC	Negro Education - For What?

Films

A.D.L.	A Question of Chairs: The Challenge to American Education
	Freedom to Learn
	Freedom to Read
	Challenge to America: The Role of Education in Intergroup Relations

SECTION V
RELIGION IN THE UNITED STATES

1. INTRODUCTION

This unit has a dual purpose. Primarily it is hoped that the idea of religious freedom and its importance will be made clear to the students; and, second, that the students will be made aware of the immeasurable changes which have occurred in the religious complexion of the United States during the last 200 years. Since this section can be highly volatile, it is hoped that the teachers direct the students along strictly historical lines, and avoid placing value judgments on various religious groups or religious leaders.

2. AIMS

a) To gain an understanding of the complex character of religion in the United States.
b) To understand the different philosophies of the established religions.
c) To realize that today's churches play a larger role in society than just "spiritual directors".
d) To show the unique relationship of church and state in our own government.

3. PROCEDURE

In this unit we strongly suggest either visitations to the local religious institutions or classroom talks by representative speakers of these religious groups. It would appear that much of this topic requires careful research to insure objectivity in presentation.

4. GENERALIZATIONS

a) The religious motive was one of the strongest motives for colonization of what is now the United States.
b) Each of the early English colonies was settled by people of a particular religious conviction, but the proximity of the colonies led to much mingling and, consequently, religious toleration.
c) The face of religion in the United States has changed drastically over the last 200 years, due mainly to immigration and to the emergence of new evangelical sects.
d) Certain religious groups were very slow in gaining acceptance. These groups usually consisted of the newest immigrants and represented culture areas other than the traditional Anglo-Saxon.

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
Question 1 What is religion? (Class discussion) a) Why is religion essential to a society? b) Why does man feel the need for a Supreme Being? c) To what extent is organization a vital part of religious conviction? What are the institutional characteristics of organized religion in the United States?	Students to define terms such as: deist monotheist atheist agnostic pantheist Great Awakening theist ecumenism secular (research) A Minister, Rabbi, Priest, or all three to discuss the distinct character of religion in the United States to the class or have a panel discussion with the class.	Allyn & Bacon: High School Sociology pp. 129-132 AJC: Religion in Public Education AJC: Church State and Publi Schools AJC: Prayers Bibles and Schools AJC: School Prayers and the Founding Father AJC: Are the Public Schools Godless? Holt, Rinehart & Winston: Modern Sociology pp. 171-175 Oxford Book Co: Sociology for High School pp. 171-175

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
Question 2 What are the major religious sects in the U.S. today? (In investigation be sure to answer the following: membership, organizational structure, beliefs, holidays, customs, ceremonies, restrictions, buildings, and artifacts) What are the roles within each religious institution? (i.e. Catholic - pope, cardinal, bishop, priest, religious laymen; Protestant - minister, chair member, laymen; Jewish - cantor, rabbi, president of temple, church members)	Chart showing membership by organized religious groups. a) Christian 1) Protestant 2) Roman Catholic 3) Orthodox 4) Other Christian sects b) Jewish c) Other A class discussion on the predominance of the Judeo-Christian religions in the US. Why do we have so few Buddhists, Shintoists, etc? Have a tour of a Roman Catholic Church, Protestant Church and Jewish Synagogue - compare them through class discussion. How did they resemble each other? How did they differ? What impressed the students the most about each? What is the present religion membership of the United States? Group reports on which churches have shown the greatest growth during the 20th century and why? Which have declined the most? Why?	ABC Document 1C Statistical Abstract of the U.S. pp. 226-229 Chicago History of American Civilization: American Judaism pp. 108-126 Chicago History of American Civilization: American Protestantism pp. 78-109;166ff Allyn & Bacon: Today's Problems Allyn & Bacon: High School Sociology pp. 132-138 Oxford Book Co: Sociology for High School pp. 175-183 Films One God by A.D.L. The Book and the Idol by A.D.L.
Sub-question 2a What are the organizational patterns of various religious groups in the U.S.? (two in-depth studies should be sufficient. One to point out the	Students or groups of students to construct and fill a chart on the organizational patterns of various religious groups in the United States. Begin with the most highly organized (Roman Catholic) and proceed downward to the least (In the class's opinion)	

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
strong central authority and administration of the Roman Catholic or Episcopal or Greek Orthodox church; the second to show up complete antonomy such as Presbyterians Baptists, or Unitarians.) How do they differ in: wealth property belief education family		

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
Question 3 What are the origins of religious beliefs?	Student reports on the beliefs of various religious groups of the 17th century U.S. Biographies of famous or influential religious persons in US history: John Tracey Ellis Jonathan Edwards Roger Williams Anne Hutchinson Mary Baker Eddy Joseph Smith Ann Lee Henry Fosdick Paul Tillich John Courtney Murray S.J. John Carroll Harvey Cox Have each member of the class interview a member of the clergy, divide themselves into three groups and arrive at the history of Protestantism, Judaism, and Catholicism in the United States.	Check in school library for further information. Statistical Abstract Menton: The Puritan Heritage Oxford Book Co: Sociology for High School p. 173 Prentice-Hall: Religion in America Past and Present Films: Your Neighbor Celebrates by A.D.L. Heritage by A.D.L.
Sub-question 3a What effect did immigration have on the religious make-up of the US? Why has this trend declined since 1925?	Chart showing various immigrant groups by religious preference. Student reports on religious changes of the immigrants which developed from contact with native Americans. Introduce the term WASP and engage in class discussion on this topic. Show how immigration helped continue this idea.	University of Chicago Press: a) American Protestantism b) American Catholicism c) American Judaism Film One People by A.D.L.
Sub-question 3b How was it possible for so many religious institutions to develop in the US?	Have students investigate to what extent the original colonies were religiously free. Were not free. Have students develop a chart showing the religious make-up of the original thirteen colonies.	Current, DeCond & Dante: History of the U.S.A.

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
Sub-question 3c To what degree have anti-religious groups influenced the American scene? (i.e. Masonic, Know-Nothing, KKK)		Grossier: Mastering American History Allen Bates: History of US Scott Foresman: Supreme Court in American Life pp.159-146 AEP: Religious Freedom Merrill: Bill of Rights pp. 10-12

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
Question 4 What are the current issues confronting organized religious groups?	Teacher might use a series of seminars in which the students might discuss some of the various subjects and topics: a) Secularism b) Science and Technology c) War d) Birth Control e) Ecumenism f) Race g) Intermarriage Have students investigate the Supreme Court ruling on prayers in school. Why was it necessary to have the first amendment of the U.S. Constitution? When did the concept of religious freedom develop? Why? How has the modern ecumenical movement influenced religious institutions? Is God Dead? Have students report on the impression they have on the position of God and religion in the United States. A discussion of the church as just another social organization. Membership in a religious sect as a status symbol. Attending church or belonging to any of its societies as a social exercise; a way of meeting "the right people." To what extent does organized religion promote social reform ("anti-semitism in the Church's Closet", Judaism and its role in Black civil rights issue, role of the Southern Baptist Church, desegregation policies in the Catholic Church in the 1930's, role of the Catholic Church in organized labor, National Council	Public Affairs Pamphlet #327 Sunday in the Sixties A.J.C.: Are the Public Schools Godless? Commonwealth Nov. 5, 1965 pp. 149-151 Time April 8, 1966 pp.82-87 Redbook June, 1966 p. 62ff SRSS: The Sociology of Religion B'nai B'rith: The Teaching of Contempt Allyn & Bacon: Today's Problems p. 96 Allyn & Bacon: High School Sociology pp. 138-142 Life Magazine: "Have We a New Religion", April, 1955 A.J.C.: The Ecumenical Council and the Jews

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	of Christians and Jews and their role in Anti-Viet Nam war demonstrations, Church as sanctuary for draft dodgers, role of Black Muslim Church in Black identity controversy) Groups of students to interview various members of the clergy to sound them out on these and other issues presently involving religion in the United States - conclude with report to class and class discussion.	A.J.C.: In the Church's Closet - Anti-Semitism Check in current periodicals and newspapers

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
Question 5 To what extent does a church get involved in secular affairs?	Investigate religious lobbies at State House. Investigate the amount of real property owned by religious groups. With what private businesses are religious groups involved? Discover and investigate religious involvement in development project in under-developed countries. Investigate church participation in community action work. To what extent does organized religion follow the religious tenets it espouses?	Write to director of: Propagation of the Faith Federation of Christians and Jews B'nai B'rith Hadassah

SECTION VI
THE CITY IN UNITED STATES HISTORY

1. INTRODUCTION

This section will attempt to portray the causes and effects of urbanism in the United States. An attempt will be made to arrive at reasons for the shift of our population from rural to urban through United States history, and to make the students aware of the immence internal migration which causes constant shifts in the United States population. To be stressed throughout the unit is why people moved and where they moved.

2. AIMS

a) To utilize the tools previously acquired with regard to the historical, economic, and social implications of migrations.
b) To gain an understanding of the influence of immigration on the development of urbanism in the United States.
c) To have the students understand the effects of internal migration on the development of the city.
d) To become aware of the problems associated with the development and redevelopment of urban areas within the United States.

3. GENERALIZATIONS

a) The United States was originally an agricultural nation; from 1790 onward, however, the movement to the city has made the nation into one of the most urbanized in the world.
b) Urbanism has been accomplished through varied movements; farm to city, south to north, east to west, and immigration.
c) The urbanization of the United States has resulted in the emergence of a whole series of new problems created by the close proximity of the inhabitants, and the interaction of many different social groups.
d) Internal migration has created a high degree of mobility, yet the general population has remained fairly stable due to the fact that often the same people move several times.

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
Question 1 What is a city?	Refer to the United States map on core cities. Activities accomplished in Geography section (See appendix). Have the class speculate as to why these are the so-called "core" cities. Have students list core cities in Rhode Island. Then have students put in boundary of said cities on their individual map of the state. The point of this exercise is to have students debate the need to include or not to include suburbs and agricultural surroundings which supply the cities with raw materials food, and people. (Professionally drawn maps may be obtained from the State House.) Using the same state map have students discuss the following questions: Are the political boundary lines of Providence the true boundary lines? i.e. to what extent do the people of Johnston, Cranston, and Pawtucket rely on the facilities of Providence and vice versa? To what extent are such facilities as the Scituate Reservoir, Cumberland Farms, and T.F. Greene Airport included in the city complex? Group report on the difference between rural and urban agglomeration. (on area dependence on itself or on others) Students prepare a chart comparing the methods that a city, a suburban, and a rural area has of sustaining its population. (Such things as: homes; food i.e. restaurants; communications i.e. party line, RFD vs mailman; commercial facilities i.e. General	Harcourt: Introduction to Geography McMillan: Urban America pp. 2-6 Oxford: Urban America Allyn & Bacon: High School Sociology pp. 160-166

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Store, conglomerate of stores, downtown Providence shopping plaza; transportation, recreation, education, employment, etc.) Finally the teacher might have students spontaneously compose a paragraph on which area (city, suburb, rural) they would prefer to live in. TERMS agglomerated society rural society surburban society population density rural agglomeration urban agglomeration	

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
Question 2 Why did the urban community develop? (Students should understand: the dependence of urban growth on immigration, natural transportation junctions were a stimulus toward centralizing commercial and industrial facilities. Stress importance of transportation vs. transportation terminal as with New York City vs. southern plantation or Maine's roads and railroad. The many facilities of the urban community allow for the creation of more jobs.)	Have a group prepare a graph of the urban community from 1870 to the present. Then have the students compare and analyze this graph with the previously developed graph on rate of immigration. Students might read some literature in the lab which deals specifically with immigration and growth of the cities. A panel discussion or written report might be the end result of the reading. Have the students prepare a map showing the volume and direction of movement. Either on the overlay U.S. map for entire class or on ditto passed out to the entire class (movement proceeded usually north and west with limited south movement i.e. Florida) From this have students concluded the city as a northern phenomenon. On the U.S. Map showing major cities have students trace the natural transportation facilities (rivers, estuaries, bays, vallies i.e. Mohawk, Ohio, lakes) From this activity have students discuss and evaluate the role of such natural facilities in the growth of a city. To determine the dependence of urban growth on transportation have students study the extent of man-made transportation connecting Providence with Boston and New York City with Chicago; against Scituate with Cumberland.	Current, Deconde & Dante: United States History Grossier: Mastering American History Metropolis: Values in Conflict pp. 68-149 Macmillan: Urban America Houghton Mifflin: The Changing Metropolis Oxford Book Co: Sociology for High School p. 356ff Hammond: Atlas of American History

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Using the classified ad section of the newspaper have students determine the employment opportunities (quantity) in the urban, suburban, and rural Rhode Island communities. Then on a map of Rhode Island have students draw a series of concentric circles. In each circle have students place the quantity of job offerings in that area. Thus determining the possibility of employment in rural, suburban, and urban areas. Have a student report on the Horatio Alger myth. Finally have the students discuss why Providence grew to be an urban community and Narragansett didn't.	

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
Question 3 What is a megalopolis?	Refer to state map of Rhode Island previously compiled showing the undefinable boundaries between Providence and surrounding cities and compare this with the undefinable boundary lines of the cities between Richmond, Va. and Boston, Mass. This in and of itself should develop the definition and meaning of megalopolis. On a U.S. map and a world map of major cities, have the students speculate as to possible future megalopolises. Refer to previously compiled economic and transportation maps. Discuss the actuality of cities within the megalopolis having complimentary functions i.e. Greene Airport used as international airport for New York City, New York City being the money center.	Harcourt: Introduction to Geography Rand McNally: Goode's World Atlas MacMillan: Urban America pp. 9-12 Standard Road Map of Eastern United States and New England

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
Question 4 When did the move to the city begin in United States history? Why?	Again using the chart for guidance, show the cause for each of the movements to the city. Although the movement was fairly constant, certain eras saw much greater movement than others. Why? Group reports on life in a mill village, life in the slums of Boston in the 1850's, (The Great Hunger) Life of the railroad men, etc. A group report on the immigrants. Which went to the city? Why? Which went to rural area? Why? What conditions did they contribute to? Did anyone attempt to help them (Hull House, Federal Hill House, Nickerson House)? Whom? Why?	Grossier: Mastering American History Heath: American Problems Today p.183 Statistical Abstract Historical Abstract Almanac Lincoln: Negro Pilgrimage in America
Sub-question 4a What was the volume and direction of movement?	A map prepared by the students showing volume and direction of movement. Either on overlay U.S. map for entire class or on ditto and passed out to the entire class. (Movement proceeded usually North and West with limited South movement i.e. Florida).	Holt,Rinehart & Winston: Modern Sociology pp. 244-250 State: Cities Why did They Grow Houghton-Mifflin: The Changing Metropolis pp. 112-149
Sub-question 4b Special migrations a) upper class white professionals b) Negro movement. Where do each of these groups migrate? What are their reasons?	Two groups: one to trace upper-class white professionals, the other to trace Negro movement - Where do they move? Why? When did these movements begin? When did they peak? Why? Will they continue? Students to give special reports on temporary movements and how they affect the population. i.e. servicemen stationed overseas, American business investment abroad, retirement villages, winter	Allyn & Bacon: High School Sociology pp. 159-171; 219-231 Oxford Book Co: Sociology for High School pp. 236-242; 245

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	vacationers in Florida and Southern California. etc. A chronological and historical presentation of great world wide migrations of the last century. Where did the people go? Why? How have they prospered? A bulletin board or chart passed out to the students depicting the shift from urban to rural life from 1790 to the present.	

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
Question 5 What problems are created by this high degree of mobility of the United States population? What are some of the general problems associated with organization?	Have the class examine the daily paper and identify the problems of the city. Are the problems of long duration? What has been done to solve the problem? Which problems seem to be under control? Which problems are becoming more serious? What is the relationship between mobility and the following: a) housing b) schools c) highways d) industry e) unemployment f) crime g) social welfare h) drug abuse	Public Affairs Pamphlet #374 Can We Save Our Cities? Public Affairs Pamphlet #402 The Battle for Clean Air Public Affairs Pamphlet #337 The Delinquent and the Law Wadsworth: Issues of the Sixties pp. 116-151 Problems of Youth Houghton-Mifflin: The Changing Metropolis Oxford Book Co: Sociology for High School pp. 246-249; 362 Holt, Rinehart & Winston: Modern Sociology pp. 244-261 Films Watts: Riot of Revolt by A.D.L.

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
Question 6 What is urban renewal?	Use series of slides and tapes on urban development in Providence. (There are slides at A.V. Veazie ST.) Students might edit, reorganize, and bring up to date the series. (Such things as relocation, restoration, and redevelopment are presented in great detail.) Have the students list public and private facilities which are essential to the urban community (such as post office, school, drug store, etc.) Considering redevelopment collectively decide which facilities should be centralized and which decentralized. Series of speakers who are currently involved in urban renewal could inform students of existing problems and possible solutions. (Check Appendix for list) Make bulletin board from newspaper articles on current urban renewal projects. Have students draw a land use map of Providence coloring in commercial, industrial, recreational, residential and public facilities. Using this map discuss the possibility of relocating certain of the facilities. If time allows and if teacher feels it appropriate the students could design and build a model of a city or a section of a city. (See Appendix) Terms rural agglomerate urban agglomerate suburban urban agrarian transportation junction transportation terminal redevelopment dislocation restoration relocation urban renewal megalopolis model land use map	Heath: American Problems Today pp.173-180; 196 Holt, Rinehart, & Winston: Problems of Democracy pp. 241-251 Films B-57 "Living in a Metropolis (state film at R.I.C.) Filmstrips SS-C-15 "Clearing the Slums" SS-C-24b "New Frontiers, New Democracy, New Industry" Can We Save Our Cities P.A.P. Fair Play in Housing P.A.P. Battle for Clean Air P.A.P. Macmillan: Urban America Houghton-Mifflin The Changing Metropolis pp. 112-149 Allyn & Bacon: High School Sociology pp. 159-170

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	A panel discussion on urban renewal vs restoration.	Oxford Book Co: Sociology for High School pp. 250ff; 366ff Conant: Slums and Suburbs Films W-12A "Westward Movement" W-12B "Westward Movement" Harcourt, Brace & World: Introduction to Geography